



PHILOSOPHY OF ASSESSMENT

At Walker Middle Magnet, an IB World School, we aim to support students in their growth as International Baccalaureate learners, following the IB Learner Profile characteristics. We believe that assessment provides a meaningful guide for thought-provoking instruction and rigorous learning. Through a variety of methods, students have the opportunity to demonstrate the application of knowledge and skills. Authentic assessment allows all stakeholders to recognize and reflect on the intellectual growth of our lifelong learners. Assessment of learning informs our instruction and planning. We aspire to help students grow into independent critical thinkers. We strive to provide students with supported learning opportunities, including scaffolding, differentiation, and continuous, timely, actionable feedback. We strive to offer authentic assessments that reflect the students' growth over time. While challenging, we strive to offer assessments that reflect students' holistic knowledge and skillsets, as well as offer practice with standardized tests considering the current high-stakes data required by our district and the state of Florida. We strive to use assessment and MYP assessment criteria to inform instructional practices and provide students and families with feedback on growth and achievement.

COLLABORATIVE PRACTICES, INTEGRATION, AND COMMUNICATION

To inform instructional paths and meet the needs of our students, Walker Middle Magnet uses a variety of ongoing formative and summative assessment strategies. The faculty consistently reflects on data during collaborative planning sessions and professional learning communities (PLCs), and we scaffold students through self-reflection and data chats. Formative assessment allows teachers to make instructional decisions and respond to students' needs to support growth toward summative assessment performance.

Formative assessment occurs through bell work, teacher observations, quick writes, visual learning checks, and exit tickets. Other assessment strategies include:

- Questionnaires, surveys, and self-reflection based on Learner Profile characteristics and IB Approaches to Learning skills
- Investigations, demonstrations, and labs
- Progress reports and data chats
- Exams, including norm- and criterion-referenced assessments
- Projects, including research
- Modeling and exemplars



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- Class discussions, such as Socratic circles
- Small group instruction and scaffolded support
- Performances & presentations- verbal, written, graphic, musical, media-related
- MYP rubrics and peer feedback
- Anecdotal records, including observations
- Checklists for completion, behavior, and skills growth
- Portfolios and journals, including interactive notebooks
- Graphic organizers

Feedback on these formative opportunities allows students and teachers to respond to feedback and course correct prior to the summative task. Formative assessment, or practice, shall minimally impact a student's course grade.

While formative is an assessment for learning, summative is an assessment of learning. Walker Middle Magnet uses a variety of district-created common assessments, as well as textbook and teacher-created assessments. Summative assessments are developed or reviewed in collaborative planning sessions and PLCs, in which we work toward standardization by Looking at Student Work Protocols according to the MYP assessment criteria. Teachers discuss expectations for summative performance during the planning process, align MYP Statements of Inquiry and Approaches to Learning skills to the IB MYP assessment criteria, and calibrate definitions of command terms and adjectives in the rubrics. Teachers review data from district baseline assessments, midyear assessments, and district formative assessments. Students are provided multiple opportunities to revise and resubmit work to show growth.

Walker Middle Magnet uses published MYP assessment criteria for each subject group in addition to the Florida state standards to assess students. While Hillsborough County Public Schools does not recognize the IB 0-8 nor 0-7 grading scales, each teacher will record students' scores based on both a traditional percentage and the IB MYP criteria, making the data available to students and families through Canvas Management System. Canvas will allow teachers to record both a standard percentage grade and a scaled IB score. To satisfy both Hillsborough County Public Schools and IB grading and reporting requirements, teachers use the Hillsborough County grading scale hybridized with the IB's achievement levels.



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IB Achievement Level	Hillsborough County Grade	Hillsborough County Percentage
0	F	50%
1-2	D	1 = 60% 2 = 66%
3-4	C	3 = 72% 4 = 77%
5-6	B	5 = 83% 6 = 87%
7-8	A	7 = 95% 8 = 100%

Progress and grades are communicated to all stakeholders through the official Hillsborough County Public Schools progress reports and quarterly report cards, and via Canvas Learning Management System. Teachers regularly communicate grades and progress with families via email, phone calls, texts, virtual and in-person conferences.

In Hillsborough County Public Schools, students may experience these assessments:

<i>Assessment Name:</i>	<i>Date(s):</i>
I Ready Math	September, December, April
I Ready ELA	September, December, April
Progress Monitoring Math ELA Science Civics	September, December/January
Language Live	September, December, April
Science PMA s	5 throughout the school year
Science PENDA	Throughout school year every two weeks
Common Assessments & Benchmark/Baseline Assessments	Common assessments at the end of units
District formative assessments	Periodically throughout the year
CRDM Life Skills Survey	December/January
Panorama Student Survey	January
WIDA ESOL Assessment	February/March
FAST Writing	April
FAST ELA, Math & End-of-Course Assessments Algebra & Civics	May
Statewide Science Assessment	May



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At Walker Middle Magnet, we are building a culture of collaboration and reflection. Subject area teachers collaborate weekly during common planning time to design units using the MYP unit planner. This process begins with reflection on data used to drive instructional decisions, often collected from the sources listed above. With facilitation from the MYP Coordinator and Subject Area Leaders (SALs), teachers design concept-driven units that reflect Florida State Standards and MYP assessment criteria. This planning process includes the reflection on or development of assessments for and of learning. The standardization process and Looking at Student Work Protocols support the reflective process, which drives the continuous improvement process, or the plan-do-check-act cycle. Monthly Professional Development focused on MYP standards and practices, with twice-a-month Professional Learning Community (PLC) meetings helps us remain focused on student growth and school priorities.

MODIFYING ASSESSMENTS

At Walker Middle Magnet, all students are IB MYP students. All students, all courses, and all teachers are part of the IB MYP. Therefore, we support all learners and honor neuro and cultural diversity in many ways. In addition to in-class differentiation and accommodations, Individualized Education Plans (IEPs) and 504 plans outline how assessments should be modified for students requiring exceptional support and language accommodations.

REVIEW

This policy is reviewed annually by stakeholders. Please contact the MYP Coordinator with feedback or questions. Most recent review: August 2024 by Walker's Leadership Team.